DOCUMENT RESUME

ED 450 463 EA 030 881

AUTHOR O'Phelan, Mary H.; Norman, Antony D.; Ecton, Gayle W.
TITLE Graduation 2010: Third Year Implementation.
PUB DATE 2000-11-00
NOTE 43p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Art Education; *Curriculum Evaluation; Educational Change; *Educational Policy; *Educational Quality; *Educational Research; Elementary Secondary Education; Music Education; *Outcomes of Education; *Program Evaluation; School Community Relationship
IDENTIFIERS *Daviess County School System KY; Kentucky

ABSTRACT

The third-year implementation of Graduation 2010, a districtwide public-school initiative, had its beginnings in brain-based research and involvement from both school and community. The original plan for the program had eight strands: Arts, Music, Foreign Language, Reading/Language Development, Thinking Skills, Health/Emotional Health, Family Involvement, and Community Involvement. Surveys, similar to those used in the previous year, were distributed to principals in the 12 elementary schools and to the superintendent. These administrators were asked to rate the implementation of the original goals of the project from 0 (no implementation) to 5 (full implementation). Based on survey results, implementation was classified as low, moderate, or high for each strand. Based on the complete list of survey items, two strands, Health/Emotional Health and Thinking Skills, were classified as low in implementation. Music, Reading/Language Development, Foreign Language, and Family Involvement were classified as moderate, and the Arts strand was classified as high in implementation. Using the list of goals the steering committee originally set for the 1997-98 school year as the standard, implementation in three strands (Arts, Music, and Foreign Language) would be considered high, implementation in Family Involvement, Health/Emotional Health, and Thinking Skills would be considered moderate, and implementation in Reading and Language Development would be considered low. The degree to which these results agree with the estimation of implementation by the district superintendent is discussed along with precautions and problems of interpreting these results in general. (Author/TES)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 450 463

Graduation 2010: Third Year Implementation*

Mary H. O'Phelan, Antony D. Norman, and Gayle W. Ecton

Western Kentucky University

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M.H. O'Phelan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

*Presented at the November, 2000 Mid-South Educational Research Association Annual Meeting, Bowling Green, KY. This is a working copy. Please do not cite without permission. Comments, questions, or suggestions should be addressed to Mary H. O'Phelan, Department of Educational Leadership, Western Kentucky University, One Big Red Way, Bowling Green, KY 42101. Telephone (270) 745-4890. Email: mary.ophelan@wku.edu

EA 030881

BEST COPY AVAILABLE

Abstract

This report is about the third year implementation of Graduation 2010, a district wide public school initiative that had its beginnings in brain based research and involvement from both school and community. The original plan for the program had eight strands: Arts, Music, Foreign Language, Reading/Language Development, Thinking Skills, Health/Emotional Health, Family Involvement, and Community Involvement. Surveys, similar to those used in the previous year, were distributed to principals in the 12 elementary schools and to the superintendent. These administrators were asked to rate the implementation of the original goals of the project from '0' (no implementation) to '5' (full implementation). Based on survey results, implementation was classified as low, moderate, or high for each strand. Based on the complete list of survey items, two strands, Health/Emotional Health and Thinking Skills, were classified as low in implementation. Music, Reading/Language Development, Foreign Language, and Family Involvement were classified as moderate, and the Arts strand was classified as high in implementation. Using the list of goals the steering committee originally set for the 1997-98 school year as the standard, implementation in three strands (Arts, Music, and Foreign Language) would be considered high, implementation in Family Involvement, Health/Emotional Health, and Thinking Skills would be considered moderate, and implementation in Reading and Language Development would be considered low. The degree to which these results agree with the estimation of implementation by the district superintendent is discussed along with precautions and problems of interpreting these results in general.

BEST COPY AVAILABLE

Graduation 2010: Third Year Implementation

Graduation 2010 is a district wide public school initiative that resulted from the cooperative planning efforts of concerned educators and citizens of the Daviess County community in Daviess County, Kentucky. The group researched relevant information on brain development and formed committees to study ways to improve public school education for the students in the county. The primary goal of the project was to increase the intellectual capacity of their students. The result was the formation of eight subcommittees and a set of recommendations with implementation guidelines from each. The eight committees were Music, the Arts, Foreign Language, Thinking Skills, Family Involvement, Health/Emotional Health, Reading/Language Development, and Community Involvement. A review of the empirical evidence used by each subcommittee and the recommendations of the subcommittees for each strand have been presented in previous reports on the project (see Norman, O'Phelan, & Ecton, 1998; O'Phelan, Norman, & Ecton, 1999b).

Briefly, recommendations of subcommittees included establishing keyboard labs for Music, coordinating arts experiences for the Arts, implementing a Spanish curriculum in Foreign Language, implementing Talents Unlimited (Chissom & McLean, 1993) and chess for Thinking Skills, providing student orientations and establishing homework committees for Family Involvement, providing nursing services and fitness programs for Health/Emotional Health, and establishing a program to help primary children who are reading below grade level for Reading and Language Development. The goal of the Community Involvement committee was to secure a corporate sponsor from the community for each new kindergarten class.

During the first year of Graduation 2010, the research team met several times with administrators and steering committee members to plan an evaluation strategy that would be responsive to the needs of the program. Several research questions resulted (see O'Phelan,

Norman, & Ecton, 1999a for a discussion of these). The first question addressed the degree of implementation of the program by the schools. To answer this question, we compared the original goals and steps for implementation of the project with practice in the schools. Reports on the implementation during the first two years of Graduation 2010 are available in Norman et al., 1998 and O'Phelan et al., 1999b. This report is about the implementation during the third year of the project.

Method

Each subcommittee (except Community Involvement) submitted a list of long term goals and short term goals to be accomplished during the first year of the program (the 1997-98 school year). A list of original goals is presented in the appendix of O'Phelan et al., 1999b. During these three years of implementation, we have gathered information with surveys based on the implementation steps provided by the original subcommittees.

Survey Instrument

The original list of implementation steps varied in number from a minimum of three in the Arts strand to a maximum of 30 in the Family Involvement strand (see column one, Table 1 below), and in some cases implementation steps were written such that they included various parts. (The Community Involvement strand is not included in this discussion since the subcommittee had one recommendation, and no implementation steps.) The list of implementation steps, or goals was used to construct survey items for the evaluation of implementation at the end of the first year (see Norman et al., 1998). Thus, in this report, the term 'steps' refers to original subgoals of committees or subcommittees, and the term 'items' refers to actual questions appearing on the surveys we developed. To accommodate the dynamic aspect of the project, a modified principal survey was used at the end of the second year. The

modifications are described in detail in the second year implementation report (O'Phelan et al., 1999b). The survey used for the third year also underwent some modifications. Survey items were submitted to district personnel and to the coordinator of Graduation 2010 for revision suggestions. Some survey items were eliminated because it was decided not to implement them, and the wording was changed slightly in others to reflect the current intent of the program after three years in operation (e.g., an item which originally read "Spanish curriculum presented to P1 in second year," was modified to read "Spanish curriculum extended to K-5" since children in kindergarten received the curriculum the first year, P1 the second year, etc.). There are some substitutions in the survey items because elements in the programs offered have changed (e.g., other reading programs have replaced the original Kentucky Reads program, so the original steps of the reading goals having to do with implementing Kentucky Reads no longer apply). Finally, a few items were added to the existing list of survey items.

Table 1 presents an overview of the number of items on the principal survey by year. The number of implementation steps in the original plan for the project appears in column one. Column two shows the number of steps in the 1997-98 list of goals, and column three and four give the number of steps included in the 1999 and 2000 versions, respectively. Similarity of numbers across columns does not necessarily mean that the items on the surveys from one year to another were identical. The items on the 2000 survey were similar in number and content to those on the 1999 survey. A list of the items as they appeared on the survey is included in the appendix.

Table 1

Number of implementation steps by strand according to the original plan of Graduation 2010, in the 1997-98 goals list, and represented on the 1998, 1999, and 2000 surveys of principals

	No. of original steps	No. of steps 1997-98 goals	No. of items 1998 survey	No. of items 1999 survey	No. of items 2000 survey
Strand					
Arts	3	3	3	6	6
Family Involvement	30	7	8	18	21
Foreign Language	8	2	8	3	3
Health/Emot. Health	25	2	8	5	6
Music	24	4	19	21	21
Reading/Lang. Dev'mt	13	1	4	2	2
Thinking Skills	9	2	4	7	7

Implementation Survey Procedures

At the end of the third year, during the summer, the 2000 surveys were numbered and distributed to all 12 elementary school principals. Principals were not required to provide identification of their schools on the surveys. Participants were asked to report the degree of implementation in their schools on a scale from 0 (no implementation) to 5 (full implementation) for each item listed on the survey. Surveys were collected by district personnel and transferred to the evaluation team.

Results

Implementation Survey - End of year three: all goals:

All 12 elementary principals reported at the end of the third year. In Tables 2 through 8, the end of the year survey results are presented by survey items for each strand of Graduation 2010. The reported implementation results for the Arts strand are shown in Table 2. Implementation in the Arts strand was high with 12 principals saying they had fully implemented 3 of the 5 items on the 2000 survey. All schools had an arts facilitator, were providing nine experiences in the arts (see Table 2, item 2), and Riverpark experiences for kindergarten through P3 classes (item 3). Ten schools were providing at least 20 hours of instruction in grades 4 and 5 (item 5). Seven schools reported that they had had professional development in the area of the arts. When asked what other arts activities the school had had, 11 of the 12 principals responded with a variety of things (see Table 2: comments, item 7). The comments would seem to validate the high rating for implementation in the Arts. The superintendent's rating of implementation in the Arts was a 4 out of a possible 5.

Table 3 contains the reported implementation for the Family Involvement strand. Over all items, the number of schools reporting full implementation ranged from one to 12, with at least some implementation on every step, and more progress on items 1 (improve first contact with the school), 3 (make kindergarten registration special), 19 (provide more opportunities for families to visit school), and 22 (include student planners). At least half the principals reported full implementation on 10 additional items (see Table 3). Comments made by principals on these items are included in Table 3.

Table 2

Number of schools (n = 12, unless otherwise noted) at the end of year three reporting at each level of implementation for survey items about the Arts where 0 was no implementation, 1 was very little implementation, and 5 was fully implemented and functioning. Principals' comments on Arts items are included.

		Level of implementation					
Strand	Survey items	0	1	2	3	4	5
Arts:							
	1. Identify arts facilitator	0	0	0	0	0	12
	2. Provide 9 arts experiences	0	0	0	0	0	12
	3. Provide Riverpark experience for K	0	0	0	0	0	12
	5. 20 hours instruction, grades 4 & 5 n=11	0	0	0	1	0	10
	6. Professional development	0	0	3	1	1	7

Comments

Item:

3. -all classes attend at least one performance

5. -did not provide instruction this year, we have in the past
-instructor taught art to 4th and 5th 40 minutes per week per class

6. -curriculum alignment-purchased visual arts textbooks for 5th grade
- trip to fine art museum for faculty meeting

7. What additional activities have you had for the Arts? (new item)
- Owensboro Symphony, guest artist
- Creative connections grant for graphic artist K-5. S. E. from Fine Arts Museum
- Renaissance Faire: all grade levels
- S. has helped with our cultural awareness celebrations
- Wolfe Brothers concert on May 17th, artist made kites with students in grades P2-5th on May 12th, students used art works from Fine Art Museum
- peer docents program, musical plays, parent teaching art
- speech contest, weaving musical, pottery
- Harvest Day, Discovery Day, Discovery Team, Art Sense all provide additional art activities
- Many--worked very closely with S.E. from Fine Arts Museum on school wide project
- we did far more than 9 experiences at every grade level. Included several museum visits-OMFA and Shield, Symphony, RiverPark
- assemblies, drama, music, RiverPark mini grant for artist to work with 4-5

Table 3

Number of schools (n = 12, unless otherwise noted) at the end of year three reporting at each level of implementation for survey items about Family Involvement where 0 was no implementation, 1 was very little implementation, and 5 was fully implemented and functioning. Principals' comments on Family Involvement items are included.

		Level of implementation					
Strand	Survey items	0	1	2	3	4	5
Family Involvement							
	1. Improve first contact, picnic	0	0	0	0	1	11
	2. Distribute packets	1	1	2	1	0	7
	3. Special K. registration	0	0	0	0	0	12
	4. Personal notes to students	0	1	3	3	1	4
	7. Homework committee/philosophy	1	0	0	1	3	7
	8. Specific instructions re homework	0	0	0	1	2	9
	8a. Provide syllabus if needed n=4	0	0	0	2	1	1
	9. Reevaluate amount of homework	0	0	1	1	4	6
	12. Coordinator to PTO board	2	0	0	0	2	8
	13. Teacher involvement in PTO n=11	0	0	0	0	4	7
	19. More opportunities for family visits	0	0	0	1	1	10
	22. Include student planners	0	0	0	0	1	11
	23. Improve written communication n=11	0	1	1	1	2	6
	23a. Interim progress reports	0	0	0	2	2	8
	23b. Personal notes	0	0	0	4	4	4
	23c. Teacher articles in paper n=11	2	0	2	3	1	3
	26. Schedule meetings: parents & teachers	0	0	0	1	3	8
	27. Public relations person	0	1	0	3	1	7
	29. Welcoming Schools criteria n=11	0	1	1	2	4	3
	30. Mentoring for parent involvement	3	5	0	1	1	2
	31. Professional development	2	7	2	0	0	1

Comments

Item:

7. -site based council has worked on homework issues extensively this year

12. -we have had over 3000 hours of volunteer work annually and parents are quite involved. A volunteer coordinator works with staff and PTO
-we have a volunteer coordinator in this position

13. -teacher now serves on PTO board
-teachers work in booths at two family fun nights

23. -team newsletters

26. -we have tried every type of scheduling we can think of and have even sent special invitations to parents to attend--NO INCREASE

When asked to mention any new opportunities for families to visit school (item 19), principals mentioned between 3 and 7 activities each (see Table 4). Activities mentioned, in descending order of frequency, included curriculum related or special events (n = 34), events to recognize individuals (n = 20), and having volunteers in school (n = 5). The overall rating for implementation of Family Involvement could be called moderate. The superintendent's rating of implementation in Family Involvement was 4 out of a possible 5.

Table 4

Family participation activities, arranged by category and by frequency mentioned by principals

Category of Activity	Examples:	Times activity was mentioned
Curriculum related & Special events	Family reading night (n=9), class performance/play (n=5), talent show n=4), Manners Day (n=3), Field Day (n=2), Harvest Day (n=2), Book Fair, Mexican Festival, Cultural awareness celebration, celebration of learning, education in the new millennium, story telling festival, kid power, Orientation, open house	34
Events recognizing individuals	Students (student of the week, birthdays, Honors Day, n=10) Grandparents (n=5) Special people, volunteers, guests (n=5)	20
School workers	Volunteers, volunteer workshops	5

The Reading/Language Development strand (see Table 5) had 2 items on the 2000 survey. The wording of item 1 was changed from 'implement Kentucky Reads' to 'implement literacy program' for this survey to reflect the change in strategy regarding reading. Five principals reported full implementation on their reading program. Nine schools have professional development in place for their reading programs (see Table 5, item 14). Eleven of the 12 principals made comments about what reading program they were using. Their comments

listed in Table 5 show that they were using a variety of reading programs. The general rating on Reading/Language Development would be moderate. The superintendent's rating of implementation of Reading/Language Development was 4 out of a possible 5.

Table 5

Number of schools (n = 12) at the end of year three reporting at each level of implementation for Reading/Language Development survey items where 0 was no implementation, 1 was very little implementation, and 5 was fully implemented and functioning. Principals' comments on Reading/Language Development items are included.

		Level of implementation					
Strand	Survey items	0	1	2	3	4	5
Read/Lang. Development							
	1. Implement literacy program	0	0	1	2	4	5
	14. Professional development	0	0	0	0	3	9

Comments

Item:

1. - Reading and Writing component in Consolidated Plan
   - Purchase Breakthrough to literacy for K, Benchmark @1, Scholastic 1-4, Trade books @5
   - use phonics, phonemic awareness, Benchmark. AR and STAR, SSRW and textbook series
   - earobics-Lab settings for 2000-01, use of speech pathologist for language development and phonemic awareness screening
   - Linda Mood, Benchmark, Fast Forward
   - our school is working toward the standards set forth in Reading and Writing Grade by Grade. Reading and Writing are components in Our Consolidated Plan
   - Our test scores in reading are high with no novice 4th grade readers. We are waiting for district plan, but we have developed internal model: 1) assess, 2) small group instruction, 3) intervention for problems, 4) remediation strategies for kids not progressing, 5) P.D.
   - we are using many strategies that are in the new program--Fast Forward, Linda Mood, Testing for phonemic awareness K and P1, reading inventory test K-3, etc.
   - implemented breakthrough to literacy in 6 classrooms last year
   - Primary: benchmark, Open Court modeled writing, accelerated reader. Intermediate: Open Court, novels, Accelerated reader
   - Open Court, Reading Ren

Table 6 contains the reported implementation for the Foreign Language strand. Item 9 was reworded for this survey from 'expose P1 to second year curriculum' to 'implement second language curriculum in 1-5' and was reported to be fully implemented by 5 of the 12 schools. Ten schools reported full implementation on the kindergarten curriculum (item 5). Three of the 12 schools reported full implementation for item 4 (professional development in foreign language). The overall rating of implementation for Foreign Language would seem to be moderate. One principal commented on item 4 and that comment is included in Table 6. The superintendent's rating of implementation in Foreign Language was a 3 out of a possible 5.

Table 6

Number of schools (n = 12) at the end of year three reporting at each level of implementation for Foreign Language survey items where 0 was no implementation, 1 was very little implementation, and 5 was fully implemented and functioning. Principals' comments on Foreign Language items are included.

		Level of implementation					
Strand	Survey items	0	1	2	3	4	5
Foreign Language:							
	4. Professional development	2	1	4	2	0	3
	5. Teach simple vocabulary in K	0	0	0	2	0	10
	9. Second language curriculum 1-5	0	0	0	5	2	5
Comments	Item:						
	4. -changed to Para Ti, much more successful						

There were six items pertaining to Health/Emotional Health on the survey (see Table 7). Item 1 (provide school nurses as resources permit) was reported fully implemented by seven schools. There was some variation in amount of time different schools had nurses available. Principals' reports ranged from one day a week (n=3) to five days a week (n=1). Five schools

had a nurse two days per week. The remaining three schools reported having a nurse 1.5, 2.5, and 3 days, respectively. Two principals reported that they had a medical technician for some part of the week in addition to the nurse. While all schools had nursing services at least one day per week, nine of the 12 schools actually have nurses more than one day per week. Nevertheless, only seven principals considered item 1 (provide nurses as resources permit) fully implemented.

The remaining items were reported to be low or moderate in implementation. At least half the schools reported full implementation on items 10 (assess counseling staff expertise) and 23 (provide nutrition education). Item 25 was reworded for this survey from 'implement a walking program' to 'implement some form of fitness program' and five schools reported full implementation of that item. The principals' comments on Health/Emotional Health items appear in Table 7. Implementation would be considered low for this strand. The superintendent's rating of implementation in Health/ Emotional Health was 4 out of a possible 5.

For the Music strand, full implementation by all schools was reported for item 3 (begin keyboarding program in labs). More than half the schools reported full implementation on an additional 14 items (see Table 8). There was much variation in reported implementation of Music strand items. At least one school reported relatively low levels (0, 1, or 2) of implementation for 9 of the Music items. Two principals changed item 11 (provide three 30 min. periods of instruction per week) to read 'two 25 minute segments.' Other comments by principals are included in Table 8. The survey items indicate that implementation of Music would be considered moderate. However, the superintendent's rating of implementation in Music was 5 out of a possible 5.

Table 7

Number of schools (n = 12, unless otherwise noted) at the end of year three reporting at each level of implementation for Health/Emotional Health survey items where 0 was no implementation, 1 was very little implementation, and 5 was fully implemented and functioning. Principals' comments on Health/Emotional Health items are included.

		Level of implementation					
Strand	Survey items	0	1	2	3	4	5
Health/Emot Health							
	1. Employ nurses as resources permit	0	0	1	3	1	7
	10. Assess counseling expertise	0	0	0	2	1	9
	23. Provide nutrition education	0	0	0	3	3	6
	25. Fitness program n=11	0	2	2	0	2	5
	26. Professional development	0	2	3	3	0	4
	27. Incentives from community sponsors	5	2	1	2	0	2
Comments	Item:						
	10. - Vande is a great help						
	- Second Step program						
	26. -curriculum alignment for vocational/practical living						

Table 8

Number of schools (n = 12, unless otherwise noted) at the end of year three reporting at each level of implementation for Music survey items where 0 was no implementation, 1 was very little implementation, and 5 was fully implemented and functioning. Principals' comments on Music items are included

		Level of implementation					
Strand	Survey items	0	1	2	3	4	5
Music:	1. Allocate space	0	0	0	0	2	10
	2. Allocate additional space	1	0	0	1	1	9
	3. Begin keyboarding program in labs	0	0	0	0	0	12
	4. Assess necessary equipment	0	0	0	1	1	10
	5. Obtain Orff instruments	1	3	0	3	0	5
	6. Purchase glockenspiels n=11	3	1	0	2	1	4
	7. Integrate curriculum	0	0	0	1	3	8
	8. Begin MIE program	0	0	0	2	0	10
	9. Coordinate curriculum	1	0	0	2	1	8
	10. Integrate into regular curriculum	0	0	1	1	3	7
	11. Three 30 min. per week	1	0	0	2	5	4
	12. Classify according to skills	8	2	0	0	1	1
	13. Establish goals	0	0	1	1	1	9
	14. Assure success every student	2	1	2	3	1	3
	15. Encourage teachers to train	0	0	0	1	1	10
	16. Inservice on music	0	0	0	2	5	5
	20. Recognize emerging talents	0	0	0	2	3	7
	21. After school for at-risk n=11	0	0	1	2	2	6
	22. Bring musicians	0	0	0	2	2	8
	23. Movement in preschool n=9	0	0	0	1	2	6
	24. Keyboards in pre & K	0	2	0	2	2	6

Comments

Item:

6. - percussion ensemble meets after school

8. - all grades

12. - will not work with our schedule

16. - Socratic seminar on Brain research

17. - district chorus

20. - choir, talent show, percussion group

24. - go much further
- (no preschool) K program more academic than this (n=2)

There were seven Thinking Skills items on the 2000 survey (see Table 9) Eight principals reported that chess materials had been purchased (item 5), and half the schools have had training in Talents (item 1). Less than half the schools reported full implementation of the remaining 5 items (incorporate chess into the curriculum, hang posters of Bloom's taxonomy, train mentors in Talents, use technical assistance days for development of specific curriculum, and explore the feasibility of library cards), which would result in a low overall rating of implementation on Thinking Skills. The superintendent's rating of implementation in Thinking Skills was 3 out of a possible 5.

Table 9

Number of schools (n = 12, unless otherwise noted) at the end of year three reporting at each level of implementation for Thinking Skills survey items where 0 was no implementation, 1 was very little implementation, and 5 was fully implemented and functioning. Principals' comments on Thinking Skills items are included

		Level of implementation					
Strand	Survey items	0	1	2	3	4	5
Thinking Skills							
	1. Train teachers in Talents	0	0	0	4	2	6
	5. Purchase chess materials	0	0	0	1	3	8
	6. Explore library card feasibility n=10	5	2	0	1	0	2
	7. Posters of Bloom's Taxonomy n=10	1	0	3	3	0	3
	8. Train mentor in Talents n=11	8	1	0	1	0	1
	9. Technical assistance days	2	1	0	2	2	5
	10. Incorporate chess	0	0	0	3	4	5
Comments	Item:						
	1. - keep getting new staff as school grows						
	7. - we use flip charts with question stems in every class						
	9. - we are working on integrating higher level thinking across all subjects						
	10. - most teachers use chess, but primarily as a center activity						

End of Year Three Implementation Survey: Consolidation into three levels:

In order to compare implementation over time, the self reported implementation responses by principals were classified as 'none' (items rated '0' by participants), 'some' (items rated '1' - '4'), or 'full' (items rated '5'). Items on the 2000 principal survey are listed and classified in this way in Table 10 (strands for the Arts and Family Involvement), Table 11 (Reading/Language Development, Foreign Language, and Health/Emotional Health strands), and Table 12 (Music and Thinking Skills strands).

Three of the five items pertaining to the Arts strand were reported as fully implemented (see Table 10), and items 5 (instruction in the 4th and 5th grades) and 6 (professional development) were fully implemented by 10 and 7 schools, respectively. For the actual number of schools reporting implementation of the Arts strand at each level, see Table 2 above. In the Family Involvement strand (Table 10), four items (1, 3, 19, and 22) out of the total of 21 items were reported as fully implemented by at least 10 of the 12 schools. Ten additional items were reported to be fully implemented by at least half the schools. Less than half the principals reported full implementation on the remaining seven items. The actual number of schools reporting implementation of the Family Involvement strand at each level is presented in Table 3 above.

Five schools reported full implementation of their literacy program, and the other seven reported some implementation. Nine schools reported full implementation of professional development for reading and the remainder reported some implementation (see Table 11). For the number of schools reporting implementation of Reading/Language Development strand items at each level, see Table 5 above. All schools reported some implementation of the Spanish program at the kindergarten level (item 5), and 10 schools reported full implementation (see Table 11). Five of the 12 schools reported second language curriculum for the upper grades to

be fully implemented and the remainder reported it partially implemented. Some professional development for Spanish was reported by 10 of the 12 schools. For the number of schools reporting implementation of the Foreign Language strand at each level, see Table 6 above.

Table 10

Number of schools (n = 12, except where noted) at the end of year three reporting no implementation, some implementation, or full implementation of Arts and Family Involvement survey items.

		Implementation Level		
Strand		None	Some	Full
Arts:	1. Identify arts facilitator	0	0	12
	2. Provide 9 arts experiences	0	0	12
	3. Provide Riverpark experience for K	0	0	12
	5. 20 hours instruction-grades 4 & 5 n=11	0	1	10
	6. professional development n=11	0	5	7
Family Involvement	1. Improve first contact, picnic	0	1	11
	2. Distribute packets n=11	1	4	7
	3. Special K registration	0	0	12
	4. Personal notes to students	0	8	4
	7. Homework committee/philosophy	1	4	7
	8. Specific instructions re homework	0	3	9
	8a. Provide syllabus if needed n=4	0	3	1
	9. Reevaluate amount of homework n=11	0	6	6
	12. Coordinator to PTO board	2	2	8
	13. Teacher involvement in PTO n=11	0	4	7
	19. More opportunities for family visits	0	2	10
	22. Include student planners	0	1	11
	23. Improve written communication n=11	0	5	6
	23a. Interim progress reports	0	4	8
	23b. Personal notes	0	8	4
	23c. Teacher articles in paper n=11	2	6	3
	26. Schedule meetings: parents &teachers	0	4	8
	27. Public relations person	0	5	7
	29. Welcoming Schools criteria n=11	0	8	3
	30. Mentoring for parent involvement	3	7	2
	31. Professional development	2	9	1

The Health/Emotional Health item (see Table 11) pertaining to providing school nurses (item 1), was reported as fully implemented by 7 of the 12 schools. Additional items about assessing counseling needs and nutrition education were reported fully implemented by 9 and 6 schools, respectively. For the number of schools reporting implementation of the Health and Emotional Health strand at each level, see Table 7 above.

Table 11

Number of schools (n = 12, except where noted) at the end of year three reporting no implementation, some implementation, or full implementation of survey items for Reading/Language Development, Foreign Language, and Health/Emotional Health strands.

		Implementation Level		
Strand		None	Some	Full
Reading and Language Development	1. Implement literacy program	0	7	5
	14. Professional development	0	3	9
Foreign Language	4. Professional development	2	7	3
	5. Teach simple vocabulary in K	0	2	10
	9. Second language curriculum 1-5	0	7	5
Health/ Emot. Health	1. Employ nurses as resources permit	0	5	7
	10. Assess counseling expertise	0	3	9
	23. Provide nutrition education	0	6	6
	25. Fitness program n=11	0	6	5
	26. Professional development	0	8	4
	27. Incentives from community sponsors	5	5	2

Table 12

Number of schools (n = 12, except where noted) at the end of year three reporting no implementation, some implementation, or full implementation of Music and Thinking Skills survey items.

Strand		Implementation Level None	Some	Full
Music				
	1. Allocate space	0	2	10
	2. Allocate additional space	1	2	9
	3. Begin keyboarding program in labs	0	0	12
	4. Assess necessary equipment	0	2	10
	5. Obtain Orff instruments	1	6	5
	6. Purchase glockenspiels n=11	3	4	4
	7. Integrate curriculum	0	4	8
	8. Begin MIE program	0	2	10
	9. Coordinate curriculum	1	3	8
	10. Integrate into regular curriculum	0	5	7
	11. Three 30 minutes per week	1	7	4
	12. Classify according to skills	8	3	1
	13. Establish goals	0	3	9
	14. Assure success every student	2	7	3
	15. Encourage teachers to train	0	2	10
	16. Inservice on music	0	7	5
	20. Recognize emerging talents	0	5	7
	21. After school for at-risk n=11	0	5	6
	22. Bring musicians	0	4	8
	23. Movement in preschool n= 9	0	3	6
	24. Keyboards in pre & K	0	6	6
Thinking Skills				
	1. Train teachers in Talents	0	6	6
	5. Purchase chess materials	0	4	8
	6. Explore library card feasibility n=10	5	3	2
	7. Hang taxonomy posters n=10	1	6	3
	8. Train mentor in Talents n=11	8	2	1
	9. Technical assistance days	2	5	5
	10. Incorporate chess	0	7	5

Responses on items for the Music strand (see Table 12) indicate that all schools have fully implemented the keyboarding program (items 3). Ten of the schools reported full

implementation on allocating space, assessing necessary equipment, beginning the MIE program, and encouraging teachers to take training (items, 1, 4, 8, and 15). Ten additional items were reported as fully implemented by at least half the schools. At least one school, and as many as eight, reported no implementation on seven of the Music items. For the number of schools reporting implementation of the Music strand at each level, see Table 8 above. All Thinking Skills items (see Table 12) seem to have been partially implemented. More than half of the 12 schools reported full implementation of purchasing chess equipment (item 5) and Talents training (item 1). For the number of schools reporting implementation of the Thinking Skills strand at each level, see Table 9 above.

End of year three: comparison with original goals over time

Using the original list of 1997-98 goals (see appendix for a list of these goals) as the standard for self reported progress, and scale values of no implementation, some implementation, and full implementation, third year results are presented in Table 13 for comparison with the three previous surveys: midway through the first year, end the first year, and end of the second year. The range of numbers in Table 13 (e.g., the full implementation column of year three of Family Involvement has a range between 1 and 11) indicate that for at least one goal, only one school reported full implementation and for at least one other goal, 11 schools reported full implementation. The reader is referred to previous tables to see the breakdown of implementation by goal. The table shows a progression in implementation by strand over the four measurements.

In general, the number of schools at each successive stage of implementation increases from the upper left of each section of the table to the lower right, or from 'no implementation' at midyear the first year, to nearly 'full implementation' at the end of the third year. This is

especially true of the Arts strand where the number of schools reporting 'no implementation' of goals at the first midyear was 3 (upper left of Arts), and the number of schools reporting 'full implementation' at the end of three years (lower right of Arts section of the table) was 12. Also note that no schools reported 'no implementation' for the Arts strand by the end of the third year (lower left). With the exception of Family Involvement goals, there were no schools reporting 'no implementation' at the end of the third year for any goal. The original 1997-98 Family Involvement goals were to provide a special and informative orientation or picnic at the beginning of school, to plan new opportunities for families to visit schools, to develop strategies for improved written communication from teachers, to have teachers or counselors send home personal notes to all students, to add Family Involvement Coordinator and Committee to the PTO Board, to give specific instruction regarding homework, and to develop a homework philosophy through involvement of teachers, parents, administrators and students. At the end of the third year, two schools reported 'no implementation' of the goal to add a Family Involvement Coordinator and Committee to their PTO Boards and only one school reported 'no implementation' of the goal to develop a homework policy.

Table 13

Number of schools (n = 12, except where noted) at midyear, end of the first year, end of the second year, and end of the third year reporting no implementation, some implementation, or full implementation of the 1997-98 goals.

Strand	Number of goals on 1997-98 list	Data collected at:	Implementation Level		
			None	Some	Full
Arts	3	midyear	3	8	1
		year one n = 11	0	0-1	10-11
	(1,2,3)	year two	0	0-1	11-12
		year three	0	0	12
Family Involvement	7	midyear	2	10	0
		year one n = 11	0-3	1-5	2-10
	(1,4,7,8	year two	0	1-4	4-11
	12,19, 23)	year three	0-2	1-8	1-11
Foreign Language	1	midyear	3	9	0
		year one n = 11	1-4	2-3	4-7
	(5)	year two	0	0	12
		year three	0	2	10
Health/ Emotional Health	4	midyear n =11	0	0	11
		year one n = 11	0-2	1-2	1-10
	(1,10,23,25)	year two	0-9	1-2	1-9
		year three	0	3-6	5-9
Music	4	midyear	0	0	12
		year one n = 11	0	0	11
	(1,3, 10, 15)	year two	0	0	12
		year three	0	0-5	7-12
Reading and Language Development	1	midyear	1	4	7
		year one n = 11	0-2	1-5	3-10
	(1)	year two	0	1-2	9-11
		year three	0	7	5
Thinking Skills	2	midyear	2	8	1
		year one n = 11	3-4	2-5	3-5
	(1,5)	year two	0	0-5	5-10
		year three	0	4-6	6-8

On the other end of the implementation spectrum, however, Table 13 seems to indicate that even at the end of the third year, most of the strands are not yet fully implemented in terms of the 1997-98 goals for implementation (see lower right of each section of Table 13). Family Involvement had between one and four schools reporting 'some implementation' at the end of year two, and between one and eight at the end of year three. At the end of year two Family Involvement had between four and 11 schools reporting 'full implementation' on some goals and at the end of year three, between one and 11. Foreign Language had 12 schools reporting full implementation at the end of year two, but only 10 at the end of year three. Health/Emotional Health had between one and nine at the end of year two and between five and nine at the end of year three. Music had 12 schools reporting 'full implementation' at the end of year two, but between seven and 12 at the end of year three. Reading and Language Development had between nine and 11 at the end of year two, and only five at the end of year three. Finally, Thinking Skills had between five and ten at the end of year two and between six and eight at the end of year three. With respect to the original list of 1997-98 goals, in some cases at least, there seems to be a shift at the end of the third year away from 'full implementation' in spite of the fact that the general tendency is for gradual increments of progress over the three year time frame. Possible explanations for these results will be reviewed in the discussion that follows the results.

When percentage of full implementation of the 1997-98 goals is used as the standard, implementation at the end of year three in the Arts strand would be considered complete (100%); implementation in Music and Foreign Language would be considered high (81% and 83%, respectively); implementation in Family Involvement (65%), Thinking Skills (58%), and Health/Emotional Health (58%) would be considered moderate, and implementation in Reading and Language Development (42%) would be considered low. The reader is cautioned to take

into consideration that percentages are based on few goals (and in some cases only one goal) and do not represent accurately what has been accomplished in any of the strands overall. See the discussion on the 1997-98 goals in the next section.

Summary

In summary, when considering all items on the 2000 survey and looking at the overall self report data for the 12 schools reporting, two strands (Thinking Skills and Health/Emotional Health) appear to have been relatively low in implementation. For these two strands, there were no items for which at least 10 of the 12 schools reported full implementation and several items (three out of six for Health/Emotional Health and five of the seven for Thinking Skills) had less than half the schools reporting full implementation. The superintendent's ratings of these two strands were moderately high (Health/Emotional Health) and moderate (Thinking Skills). Using a similar standard, Music would be considered moderate in implementation since five of the 21 items had 10 to 12 schools reporting full implementation. Fifteen of the 21 items had at least half the schools in full implementation, and several items had implementation ratings at the lower end of the scale. The superintendent rated Music as high in implementation. Family Involvement could be said to have moderate implementation overall since four of the 21 items were reported to be in full implementation by at least 10 schools, and 14 items were rated as fully implemented by at least half the schools. The superintendent's rating of Family Involvement was moderately high.

The Foreign Language strand appears to have been moderate in implementation. Ten principals reported full implementation for one of the three Foreign Language goals, and less than half the principals reported full implementation of the other two goals. The superintendent's rating was also moderate for Foreign Language. Reading and Language Development would be

rated as moderate for the third year since only nine schools reported full implementation of one goal and less than half reported full implementation of the other goal. The superintendent's rating was moderately high for Reading and Language Development. Finally, the strand for the Arts appears to have been high in implementation according to the survey of principals. Between ten and 12 schools reported full implementation on four of the five goals in the Arts, and seven of the 12 schools reported full implementation on the fifth goal. The superintendent rated the Arts moderately high in implementation across the district.

If the measurement of implementation is limited to the original 1997-98 goals, strands high in implementation would be the Arts, Foreign Language and Music. Family Involvement, Thinking Skills, and Health/Emotional Health would be classified as moderate, and Reading/Language Development would be low.

Discussion

The report on implementation at the end of year two (O'Phelan et al., 1999b) discussed several factors that complicate the interpretation of data from implementation surveys like the ones used here. Since these factors have similar effects on the third year data presented in this report, they will be briefly discussed again. The classification of the implementation of each strand as low, moderate or high is arbitrary because strands had unequal number of items on the surveys. Original plans for implementation were much more detailed for some strands than for others, such that the judgment of degree of implementation might be based on one item in one strand but 21 items in another. Such classifications tended to handicap strands with many items even though much had been accomplished in those strands. This problem was further complicated by the fact that some items on the previous survey have been eliminated, and some

new items added to the 2000 survey. In any case the classification of level of implementation is necessarily subjective.

A related problem is that some implementation steps are much more complicated and involved than others. Consider the comparison of two Music strand steps (allocate space for keyboard labs, and integrate music into the curriculum). Full implementation of the first of these merely indicates that someone decided where to put the keyboard lab, whereas full implementation of the latter could come only after cooperative efforts of many people, and may, in fact, never be achieved because it will be affected by changes in the times, in the children, and in the curriculum itself. Assigning these two implementation steps equal weight in the evaluation process is specious. Evaluation should be more than tallying frequencies.

The scope of the program requires much cooperation and planning, and it was never intended to be implemented all at once. Implementation has not been required of any school, and decisions about what and when to implement were left up to the individual school. Likewise, principals were not given definitions of different levels of implementation, so what one principal considered 'full implementation' might have been considered only partial implementation by another principal. This may explain the finding that ten schools reported a nurse in place at the end of the first year, nine reported full implementation at the end of the second year, and only seven reported full implementation of that goal at the end of year three (see Table 7). When principals were asked how may days a week they had a nurse, their responses ranged from one day to five days, and there were no responses less than one day. Nevertheless, seven of the 12 did not report full implementation. One might speculate that some principals reported less than full implementation because they regard one day a week as insufficient and would like to increase the number of days they have a nurse. If ratings were based on what they would like to have, rather than what they actually have in place already, then the area of Health/Emotional

Health is really better implemented than it appears in this report. The reader is reminded tha ratings were based on what principals reported, not on outside criterion measures of the survey items. Respondents' subjective interpretation of survey items might also explain the fact that the superintendent's general rating of implementation for each strand did not exactly agree with ratings derived from the responses of principals. A comparison of superintendent's and principals' ratings is presented Table 14 in the appendix.

Another problem associated with the surveys was the imperfect alignment between the survey questions and the list of goals to be evaluated. This was especially true for surveys after the first year (1997-98) because there has been no revision of the list of goals to be accomplished since the 1997-1998 list of goals. Administrative personnel were asked to screen the items for the 1999 and 2000 surveys to make them more appropriate measures of progress made during the those years, but no new list of objectives has been agreed upon by the steering committee. For this reason, two different standards of comparison were used in this report, the original 1997-98 goals, and all 2000 survey items.

Each of these methods has its problems. The entire list of items has changed somewhat over the three years of the project, so the measuring instrument is not the same one used three years ago. Some new goals have been added along the way and several items have been removed or modified because they no longer matched the program in practice. On the other hand, the list of 1997-98 goals has not changed, so the items for those goals have been constant over the three years. Those goals, however, may no longer be relevant for measurement of implementation since the emphasis of the project may have changed over the three years.

Items intended to measure the implementation of the 1997-98 goals have been numbered the same and worded the same on all surveys with the exception of the first goal for Reading and Language Development which previously said "implement Kentucky Reads Grant" and now

says "implement literacy program.' These items, although constant on all surveys, have not been marked in any way or listed together so that respondents would be able to recognize them as different from other survey items. In spite of this, responses seem to indicate less, or at least more variable, implementation in year three than in year two (see Table 13, p. 23). This phenomenon could be explained in the case of Reading and Language Development by the fact that the Kentucky Reads has been replaced by other reading programs and it may be that these have not been fully installed or implemented thus far.

It is not as easy to explain the fact that at the end of year two all 12 schools reported full implementation of the Music and Foreign Language strands, but less than 12 reported full implementation at the end of year three (see Table 13). One explanation is that the same survey items were interpreted differently on the two occasions (end of year two and year three). Another possibility is that reliability factors (e.g., whether or not the principals were in a hurry, whether or not they were able to give the survey adequate attention, or even whether the same person at the school responded for the two years) caused the pattern of results. Still another possibility is that some activities carried out the second year of the project have been discontinued (e.g., simple vocabulary was taught to kindergartners last year, but was not this year (see Table 11) or that space was allocated for the music lab last year, but not this year (see Table 12), although this explanation seems less plausible.

Perhaps program goals have changed significantly over the three years, and the list of goals on the survey no longer reflects what is really being done in the schools on each strand, in spite of the fact that school personnel screened survey items. If the goals set for the first year of the project (1997-98 goals) are still relevant, one would expect that progress in implementation of those goals would be faster and more complete than for the entire set of original goals formed by the steering committee for the project. The comparison of ratings using the 1997-98 goals

BEST COPY AVAILABLE

and all items on the 2000 survey would seem to confirm that prediction. Ratings using the 1997-98 goals are the same as ratings on all 2000 items for the Arts (high and high), and for Family Involvement (moderate and moderate). Ratings using the 1997-98 goals are higher than ratings on all goals for Foreign Language (high and moderate), Music (high and moderate), Thinking Skill (moderate and low), and Health/Emotional Health (moderate and low). Comparable ratings on Reading and Language Development (low and moderate) did not follow this pattern, but the overall rating for Reading was based on only two items, and the 1997-98 goals rating was based on a single item.

Consideration of factors mentioned here would make ratings of implementation seem tenuous, at best, especially for those strands where the number of items on the survey has dwindled to one or two. The original plans submitted by subcommittees for each strand included successive steps to be implemented over time. In some cases these plans provided for self study and setting new goals for the future. It is unlikely that the implementation of any of these original plans could be measured using so few items. The programs implemented have continued to grow and change, and perhaps the survey for implementation no longer accurately reflects what is happening. Survey items tied to some of these original steps have been removed from the survey if those steps are not being implemented. On the other hand, there is no new list of goals from which to make new items to more accurately reflect current practices. The program could be much better served if the data collection instrument accurately reflected current goals and current practices in the district. This could be accomplished by updating goals and by modifying the survey accordingly. The evaluation team hopes to be allowed to study the program and describe it in more depth than the implementation survey data permit.

References

Chissom, B. S., & McLean, J. E. (1993). Research and evaluation related to the Talents Unlimited model: Review and recommendations. In C. L. Schlicter & W. R. Palmer (Eds.), Thinking Smart: A Primer of the Talents Unlimited Model. Mansfield Center, CT: Creative Learning Press, Inc.

Graduation 2010, Steering Committee. (1997, September). Graduation 2010. (Available from Daviess County Public Schools, 1622 Southeastern Parkway, P. O. Box 21510, Owensboro, KY 42304-1510)

Norman, A. D., O'Phelan, M. H. & Ecton, G. W. (1998, November). Evaluation of the First Year Implementation of Graduation 2010. Paper presented at the Mid-South Educational Research Association Annual Meeting, New Orleans. (ERIC Document Reproduction Service No. ED 427 069)

O'Phelan, M. H., Norman, A. D., & Ecton, G. W. (1999a, October). Evaluation of Graduation 2010: Performance Indicators and Problems. Paper presented at the Eight Annual Conference of the SQÉP (Quebéc Society of Program Evaluation), Quebec City, Quebec.

O'Phelan, M. H., Norman, A.D., & Ecton, G. W. (1999b, November). Graduation 2010: Second Year Implementation. Paper presented at the Mid-South Educational Research Association Annual Meeting, Point Clear, AL. (ERIC Document Reproduction Service No. EA 030408)

Appendix

Survey items classified by strand and by type of item

Table 14

Degree of agreement between overall ratings of implementation in the district on the 7 strands, by principals and by the superintendent of the district

Strand	# items on P's survey	% full implementation	# items on S's survey	ratings given by Super	overall rating by S's	agreement
Arts	6	88 High	3	2 @ Full 1@ Some	4	Disagree (slight)
Foreign Language	3	50 Moderate	5	3 @ Some 1 @ None	3	Agree
Family Involvement	21	53 Moderate	15	1 @ Full 14 @ Some	4	Disagree (slight)
Thinking Skills	7	36 Low	4	3 @ Some 1 @ None	3	Disagree (slight)
Reading and Language Development	2	58 Moderate	10	4 @ Full 3 @ Some 3 @ None	4	Disagree (slight)
Health and Emotional Health	6	46 Low	24	13 @ Full 8 @ Some 3 @ None	4	Disagree (considerable difference)
Music	21	59 Moderate	3	2 @ Full 1 @ Some	5	Disagree (considerable difference)

Table 15 Survey items included on the 2000 survey of principals, classified by strand: (*) denotes a new item

		1997-98 goals
	The Arts	
1	Identify a teacher facilitator for each elementary school	x
2	Provide 9 artistic experiences to kindergarten and P1 students (3 each: visual arts, dance, and theater) using professional artists	x
3	Provide a Riverpark performance experience for kindergarten and P1 classes	x
4	Provide 20 hours of artistic instruction to grades 2 and 3 combined	
5	Provide 21 hours of art and art history instruction to grades 4 and 5 combined	
6	Provide some form of professional development in the arts	
*7	What additional activities have you had for the Arts?	
	Reading and Language Development	
1	Implement literacy program	x
14	Provide professional development for reading	
	Foreign Language	
4	Professional development for kindergarten teachers	
5	Teach simple vocabulary for K	x
9	Second language curriculum for P1-5	
	Health/Emotional Health	
1	Employ nurses based on resources available	x
10	Assess counseling expertise in handling emotional behavioral problems and provide professional development	
23	Provide nutrition education at all grade levels, coordinated with the foodservice and nutrition program	
25	Implement some form of fitness program	x
26	Professional development for Health/Emotional Health	
*27	Incentives for fitness program provided by community sponsors (new item 2000)	

Table 15 (continued) Survey items included on the 2000 survey of principals, classified by strand: (*) denotes a new item

	Music	1997-98 goals
1	Allocate space for music lab	x
2	Allocate additional space for movement, rhythm, etc.	
3	Purchase Yamaha keyboards	x
4	Assess availability of other necessary equipment	
5	A starter set of simple music instruments for each elementary school	
6	Purchase small soprano glockenspiels for preschool - grade 2	
7	Integrate Yamaha Music in Education (MIE) curriculum into already existing Silver-Burdett-Ginn Music Connection curriculum	
8	In second grade, begin transition completely into regular graded MIE program	
9	Coordinate curriculum elements for preschool and kindergarten classes	
10	Integration of music into regular academic curriculum	x
11	Provide P1-5 three 30 minute music segments/week, K and preschool three 20 min segments/week	
12	Group students for music according to skills level rather than by homeroom designation	
13	Establish goals for the end of each year and end of grade 5, structure music curriculum around goals	
14	Accommodate students who lag behind and those new to the system, to assure success for each student	
15	All preschool, K and substitutes teachers (if desired) take Yamaha provided one-week training course	x
16	Provide inservice sessions for all teachers preschool-P2, focused on music…and its importance in the enhancement of brain development and cognitive function	
20	Recognize emerging musical talents in students. Provide avenues to enhance extra-curricular pursuits	
21	Provide avenues which enable at-risk students to participate in above-part of after school program	
22	Continue to bring live musicians to classroom-that other creative options be utilized to expose students to music stimulation at young age	
23	In preschool, emphasize movement and developing large motor skills, singing, developing beat, tone matching and rhythm	
24	For preschool and K, 5 minutes of keyboard exposure, limited to familiarity with keyboards, hands-on experience with free play	

Table 15 (continued) Survey items included on the 2000 survey of principals, classified by strand: (*) denotes a new item

	Family Involvement	1997-98 goals
1	Special and informative orientation or picnic (K-12)	x
2	Distribute a Family Involvement packet at orientation	
3	Special kindergarten registration	
4	Personal notes from teachers/counselors or faculty member to all students (elementary)	x
7	Develop homework philosophy through involvement of teachers, parents, administrators and students where appropriate	x
8	Specific instruction from teachers regarding homework,	x
8a	Provide syllabus where appropriate	
9	Reevaluate and coordinate with team teachers the amount of homework given	
12	Add Family Involvement Coordinator and Committee to PTO Board	x
13	Increase teacher/staff involvement in PTO partnership	
19	Plan new opportunities for families to visit schools	x
22	Student planners used in all schools	
23	Develop strategies for improved written communication from teachers	x
23a	progress reports during grading period, not just at end	
23b	personal notes relating good news and alert notices	
23c	teacher-written articles in school paper	
26	Site-based and Effective School councils schedule meeting when most parents/teachers can attend	
27	Assign staff members or PTO volunteer the job of Public Relations Chair to notify newspapers, school papers, and other media of student achievements	
29	Each school faculty should review the 'Welcoming Schools' nomination form and adhere to its criteria	
30	Organize a mentoring committee to facilitate meaningful involvement of family members	
31	Provide some form of professional development	

Table 15 (continued) Survey items included on the 2000 survey of principals, classified by strand: (*) denotes a new item

	Thinking Skills	1997-98 goals
1	Inservice on Talents Unlimited	x
5	Purchase chess materials	x
6	Contact library about the feasibility of giving every child a library card	
7	Put Bloom's taxonomy posters in every room	
8	Train building level mentor in Talents Unlimited	
9	Technical assistance days for development of specific curriculum	
10	Incorporate chess into the curriculum	